

BBF Professional Preparation and Development Committee

Meeting Notes 3/18/2025

Meeting Attendees: Deb Norris, Becky Millard, Elise Doner, Leslie Johnson, Ammie Collins, Heather Duhamel, Joanna Houston, Kelly Hayes, Meg Baker Lynne Robbins, , Lorraine Vernet, Helen Mattheis, Sonja Bracey, Jen Horwitz, John Sipora, Didi Harris, Paula Nadeau, Brenda Schramm, Holly Moriglioni, Joanne Rouleau, Bill Bonsignore, deb Grennon, Adri Taylo-Behrman, Tricia Pawlik, Courtney Isham, Beth Wallace, Cynthia Greene, Nicole Aldous, Dawn Rouse, Amaryah Pendlebury, Beth Truzansky, Beth Wallace, Sherry Carlson, Erin Fairbanks, Michelle M&M

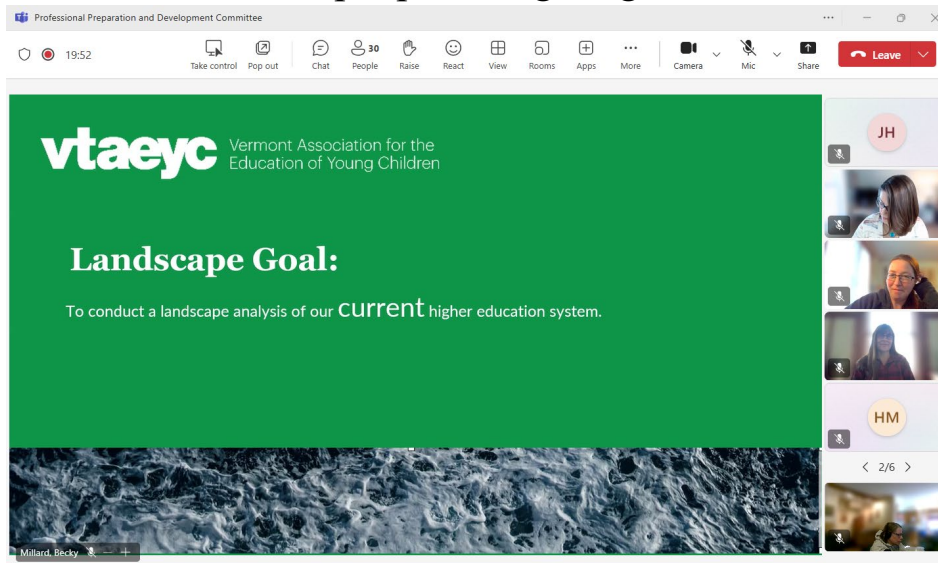
Meeting Summary:

- I. Meeting introductions
- II. Higher Education Landscape Analysis (Heather Duhamel)

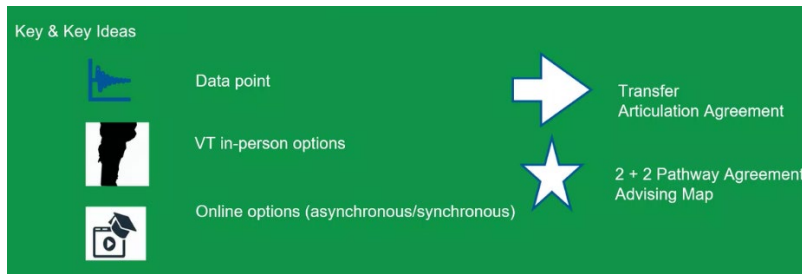
How changes are impacting people in need of Pathways in ECE...

HUD Grant... VTAEYC and Let's Grow Kids Collab

Goal – think about people navigating in as newbies and long ECE people.



Key and Key Ideas:



Everyone has ideas... Higher Ed system doesn't always work that way...has to funnel thru many people and level of approval before it reaches the basin... because of this... new ideas can take two to three years to materialize (new course or changes) So need to plan ahead...

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Course Idea!

Board of Trustees \$
Chancellor
Provost

Dean
Program Director

Faculty → Curriculum Committee

Course Calendar approval

Marketing

Financial Aid

Licensure Office*

Student Services

Advisor → STUDENT

Watershed Divide

Groundwater (Aquifer)

Percolation

Tributaries

Precipitation (Rain & Snow)

New ideas take 2-3 years

JH

HM

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What it looks like in 2017 – 100 percent have experienced change.

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2017

Vermont Early Childhood Higher Education Consortium

Certificate/Credential A.A. B.A./B.S. B.A./B.S. with Licensure B.A./B.S. to Licensure Graduate (M.A., M.Ed.)

Transfer Agreements

Early Childhood Education Pathway, Partnership, and Articulation Agreements

Legend

100% experience and change

Some have closed - some sunsetted... and changed/evolved and SMC added etc See below for visual.

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Goddard and Union close
Springfield leaves Vermont
Lyndon sunsets ECE Concentration
UVM sunsets ECSE endorsement
Lyndon + Johnson = Northern Vermont University (NVU)
Saint Michael's creates alignment with CCV
New ECE/ECSE program is created at Castleton
NVU + Castleton = Vermont State University
Articulation and Pathway Agreements disappear...

Vermont Early Childhood Higher Education Consortium

A.A. B.A./B.S. B.A./B.S. with Licensure

100% expect more change

To 2025:

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2025 (VT) CCV

PATHWAYS AT CCV
CCV courses can lead to digital badges, credentials, certificates, and degrees. Students are able to earn credentials while working toward a degree.

Multiple entry points
Online anywhere
12 in-person locations

Millard, Becky

JH

HM

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CCV has multiple options, certificate, associate degree, credential... and various modes of learning online, in person... Academic Advisors, NL RAs.

Also Bachelor Degrees: each has endorsement potential

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2025 (VT)

Bachelor's Degree

| University of Vermont | Vermont State University | Champlain College | Saint Michael's College | Springfield College |
|---|--|--|--|---|
| <ul style="list-style-type: none">● Bachelor's of Science 4-year degree in-person courses● 0-PreK/K-3● ECE minor or certificate options (non-licensure)● Transfer 2 + 2 agreement with CCV● Innovation: Travel abroad options | <ul style="list-style-type: none">● Bachelor's of Science ECE Online● 0-PreK● Transfer with 60 credits, ECE experience, 3.0 GPA● Transfer with 60 credits 2 + 2 agreement with CCV● Innovation: TEACH partner● ECE/ECSE Bachelors of Art, Castleton 4-year degree in-person courses● 0-PreK/K-3 & ECSE 0-age 6 AOE endorsement | <ul style="list-style-type: none">● Bachelor's of Science 4-year degree in-person courses● 0-PreK or K-6 w CHOICE● Vermont Transfer Guarantee Agreement with CCV● Innovation: Paid student teaching TEACH partner | <ul style="list-style-type: none">● Bachelor's of Art 4-year degree in-person courses● PreK endorsement OPTION with K-6● Vermont Fair Transfer Guarantee Agreement Innovation: CCV TEACH partner | <ul style="list-style-type: none">● Bachelor's in Arts Synchronous and Non-Licensure● Innovation: Online asynchronous or synchronous TEACH partner |

vtaeyc
Vermont Association for the Education of Young Children

(MA)

All Agency of Education (AOE) Licensure Endorsements require: "Student Teaching and Practicum in endorsement areas noted. Testing Requirement (Praxis Core, and/or Praxis II K-3 or Content replacement with a grade 8 or higher). An Approved Vermont Licensure Portfolio "GPA above 3.0"

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JH

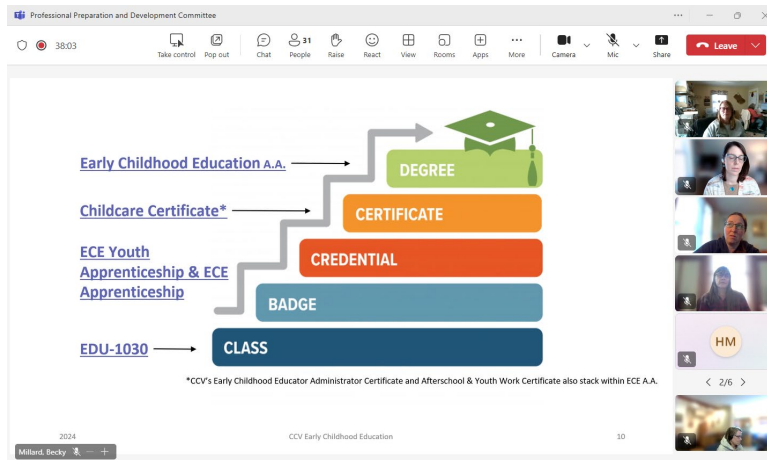
HM

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When thinking about all the options – let's focus on each option and student persistence...making decision to start and see it thru to end goal.

CCV many places to enter:

- EDU 1030 – start with one class.
- ECE Apprenticeship
- Childcare Certificate and then
- ECE Associates...



Tripping Points:

How many are enrolling and how that impacting number of course being offered. Decline seen in first 6 credits as indicated in slide data below:

Student persistence is tracked by enrollment or sections of courses offered.

This decline can be seen in the **first 6 credits** or two courses.



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Program Requirements 2025

Courses are listed in the order in which we recommend you

- EDU 1030 - Introduction to Early Childhood Education
- PSY 2010 - Child Development * and
- Choose 6 credits EDU, PSY, and/or SOC
- or
- PSY 2020 - Infant & Toddler Development * and
- PSY 2025 - Development of the Young Child: Ages 3 - 8 and
- Choose 3 credits EDU, PSY, or SOC
- COM 1015 - Communication in the Early Childhood Education & Afterse
- EDU 1270 - Supporting Young Children with Diverse Abilities
- EDU 2045 - Curriculum Development for Early Childhood Education
- INT 2860 - Professional Field Experience

8 sections: 110 students

3 sections: 58 students

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Students can take in different order and that matters somewhat but still seeing a dip 6 credits in. (Date representative of Spring 2025)

Why are ECE students not finishing? How can we help?

Enrollment Options

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To the Bachelor's Degree VT (BA/BS)

+ Vermont Agency of Education Endorsement

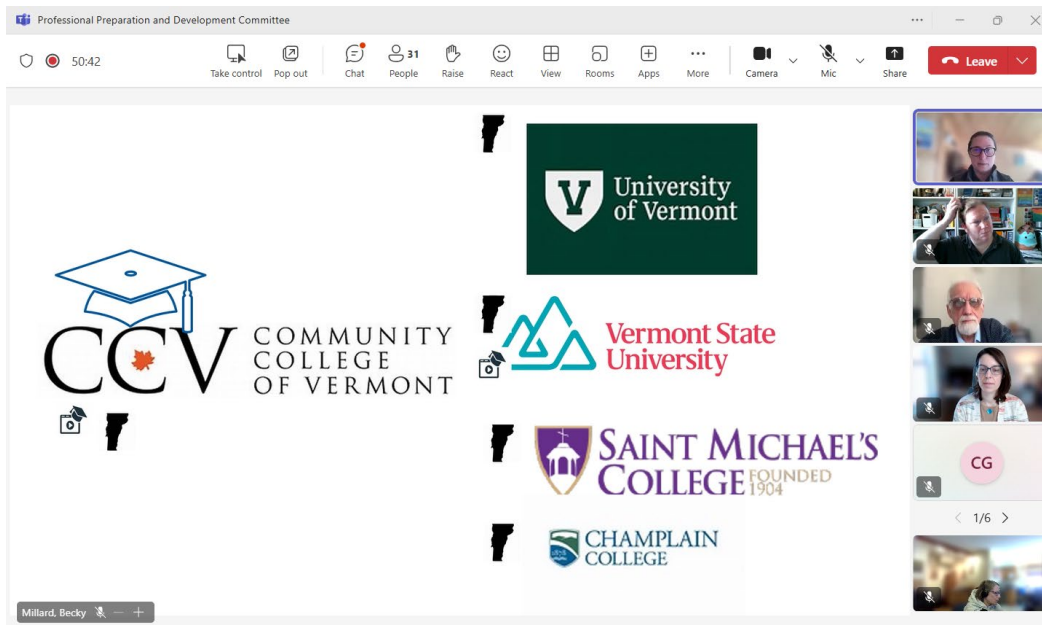
Let's focus clear enrollment options...

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Deciding to get endorsement and/or being asked to be endorsed... so enroll in Bachelor Level. Are the options clear to make good choices beyond the one class or certificate level.

One example: Completer - Completes Associate with CCV...then what?
 VTSU – Castleton location is the in person... then there is a online 2+2 option (experience in field is helpful as there is an experience component)

Trend... having specific majors with age bands and experiential components to make folks desirable and immediately hireable...



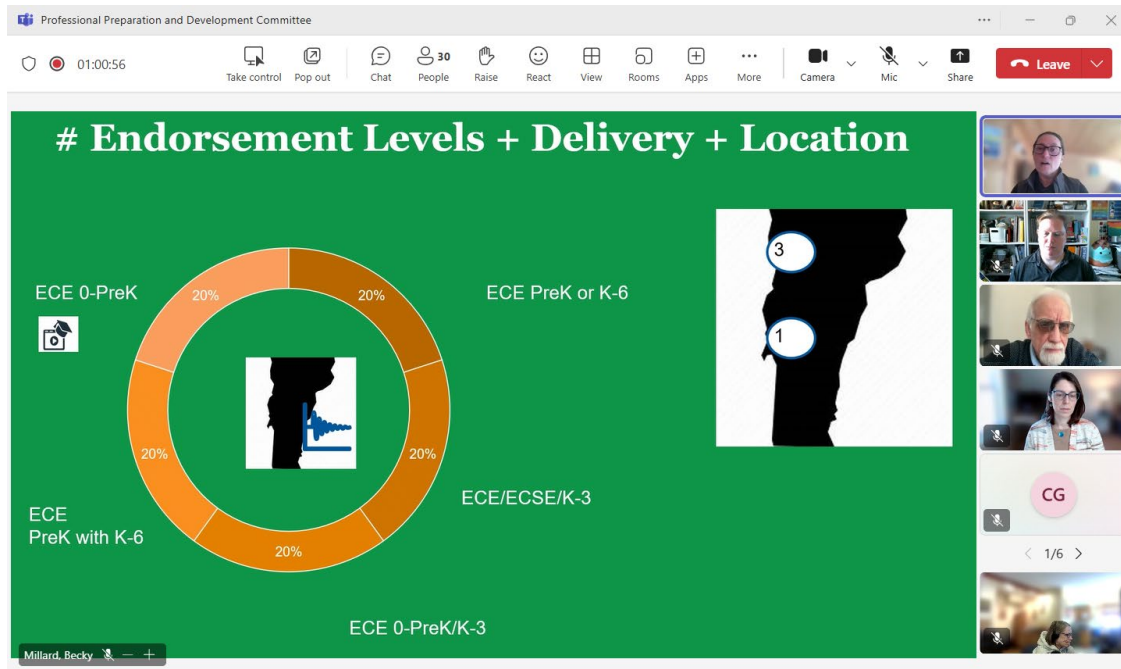
Meg: In my former role, I created this document related to getting an ECE/ECSE endorsement for preschool partner programs. I know that many people around the state are using it (and it probably needs updates):

<https://docs.google.com/document/d/1Jwgan5TdaKU9On5SRehLnn5F5oxTijJ5/edit?usp=sharing&ouid=115968881480288564656&rtpof=true&sd=true>

| 2025 (VT) | | Bachelor's Degree | | |
|--|--|---|---|--|
| University of Vermont | | Vermont State University | Champlain College | Saint Michael's College |
| <ul style="list-style-type: none"> Bachelor's of Science ECE 4-Year Degree In-Person 0-PreK/K-3 Endorsement Transfer 2 + 2 agreement with CCV | | <ul style="list-style-type: none"> Bachelor's of Science ECE 5-Semester Online 0-PreK Endorsement Online Transfer 2 + 2 agreement with CCV TEACH partner | <ul style="list-style-type: none"> Bachelor's of Science 4-Year Degree In-Person ECE Concentration TEACH partner | <ul style="list-style-type: none"> Bachelor's of Art 4-Year Degree In-Person PreK Endorsement TEACH partner |
| | | <ul style="list-style-type: none"> Bachelor's of Arts ECE/ECSE 4-Year Degree In-Person 0-PreK/K-3 and ECSE Endorsement | | |

Arrows show alignments for Transfer options...may be different than what Transfer 2+2 looks like.

Out of the 5 programs and 4 institutions, the endorsements differs so important to choose based on what endorsement is wanted.



The number of faculty in five programs has declined. Only one tenure track faculty person – they can advocate for marketing for recruitment with admissions – they also have to report to dean to show they are continuing to do research. So one person is not enough to do all this. So if enrollment is low – then this stops the hiring or more faculty and programs can be potentially be cut.

Thoughts?

John – Depending on how well students do – this can help student with tuition breaks etc as another pathway in MA. Does VT do this? No not currently.

How do we extend pathway so moves towards Master...? Extend to 3 + 2?

Move to a 3 year not 4 for Bachelor?

Are there other models to look at?

Paraprofessional Program – extensive mentoring and financial support

Working Teacher's Masters Program – offer financial support/mentoring 90% retention

Meg Baker: How complicated and individualized all these options are. People have a hard time navigating... wish we had a clear navigation strategy for all of these options... there isn't really a central place to go...Becky said NL Resource Advisor can help here.

Heather: Nuances are preventing folks from stepping forward.

Cynthia: Reciprocity – what did other states learn from any HE “innovations” that are helping with this enrollment/HE faculty challenge.

Joanna: I'm curious if those in the apprenticeship program are more successful in the persistence area. They are practicing and receiving mentorship while in school

Elise: When it's bundled EC and Spec ECSE – more persistence? More bang for buck? More flexibility?

Heather: Mentoring and Cohort Models help with Persistence but is expensive.

Brenda: VTAEYC – Mandi hosting a calls (one tonight at 6PM) – offering different focus topics... to help with licensure navigation

Leslie: There's significant evidence from national work that stackable credentials on a pathway increase student persistence. CCV's "staircase" image stems from the national work on Guided Pathways which is rooted in this thinking.

Paula: Teach Scholarship – little drop off – certificate makes it feel as if done and hard to motivate to continue... and can be daunting as they don't have some core course like English yet and lack of mentorship.

Bill: Market the 2+2 more... getting experience and exposure to employers (foot in the door) while doing the school work.

Tricia: Is this pathway similar for an afterschool professional? Yes it is stacked within ECE at CCV. And Leslie mentioned is this the appropriate nesting and this is looked at frequently.

Cynthia: Wisconsin has a pretty amazing stacked credential system - or at least they did when I was at VTAEYC!

Marketing is key... and to get it in front of Financial Aid and Admissions offices as well to market the whole of it.

Lynne: The Youth Apprenticeship program has become successful and we have had to increase funding for enrollment. We (our state) does have a gap in having knowledgeable folks at career fairs (like ones through Dept of Employment and Training, etc) and other similar opportunities on a regular basis.

Leslie: It would be wonderful to have a deeper dive into what marketing and outreach organizations are doing around these programs before we consider that route as a solution. CCV does significant marketing to CTE/HS

populations through our academic advisors and Secondary Ed. Team. We have some beautiful marketing materials for those folks.

Brenda, Sarah, and I were able to present information at the VT Assoc. of CTE Directors last week about all of our ECE programs and systems as well

III. Professional Development Recommendations (Becky)

Most of the main resources will remain consistent.

Content may change and a new addition to consider

These PD Recommendations likely will remain the same:

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01:39:23

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PD Recommendations 2023-2025

Primary Audience: Sponsors of Professional Development

- Effective Professional Development (cites Learning Policy Institute report)
- Unified Core Knowledge Areas
- Linking Professional Standards to Learning Standards (VELS)
- REVISE: Content Recommendations
- NEW: Key Takeaways from 2024 PD Survey of the Field
- Training Levels
- Types of Standards
- PPD Mission and Guiding Principles

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Prioritizing PD content recommendations

1. What PD is needed to meet requirements?
2. What PD is needed to support participation in systems?
3. What PD is needed based on the results of assessments?
4. What PD do members of the workforce want?

Categories of PD to meet specific requirements

- PD that meets Advanced Specialized Care criteria (Specialized CC)
- PD that meets emergency preparedness criteria (CC Licensing)

Specific trainings to meet requirements

- Basic Specialized Care
- Medication Administration
- First Aid / CPR

2. What PD is needed to support participation in systems?

- STARS
 - Developmentally Appropriate Practice
 - Strengthening Families
- Universal PreK
 - Using Teaching Strategies GOLD

3. What PD is needed based on assessments?

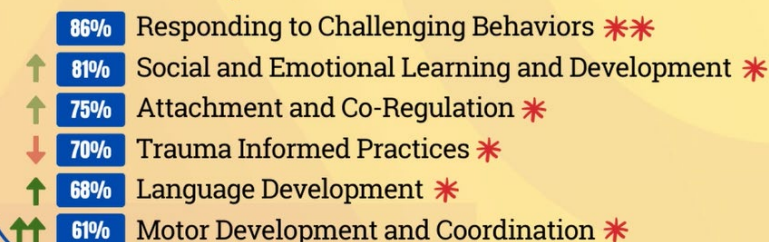
Assessment results can help identify content areas where additional PD supports are needed

- What PD do the CLASS assessments indicate is widely needed?

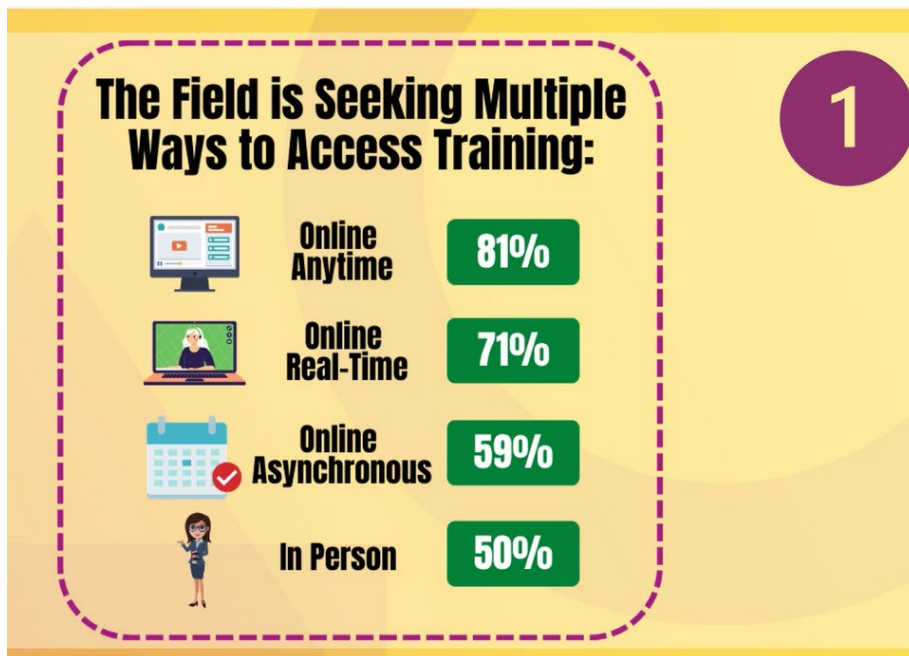
4. What PD do members of the workforce want?

Using results from the annual PD Survey of the Field

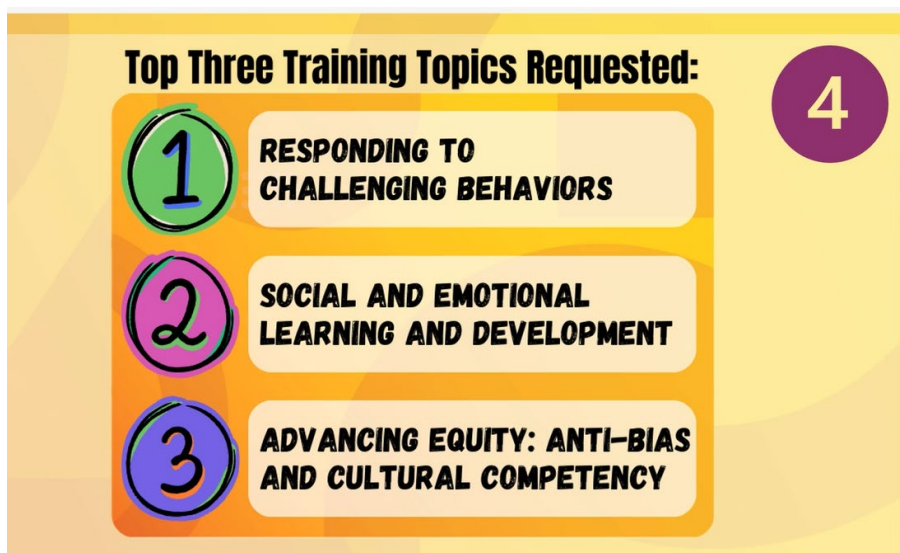
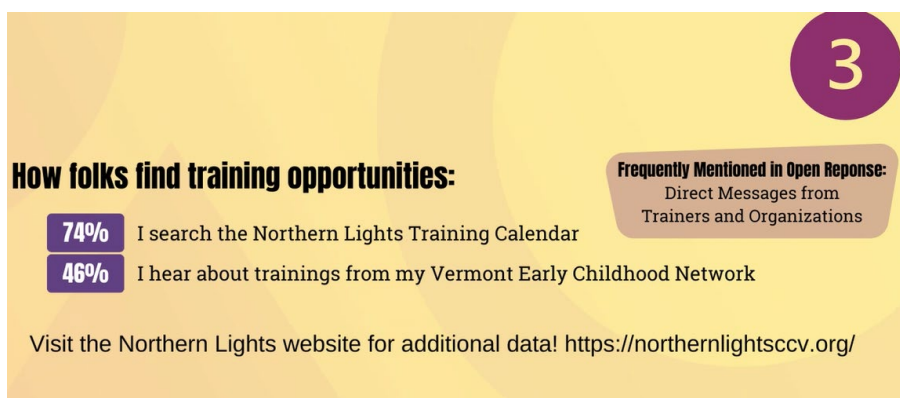
Child Development and Learning



- NEW: Key Takeaways from 2024 PD Survey of the Field ←



Missed #2 slide, but it had to do with who was surveyed and mostly ECE folks and not necessarily afterschool when thinking about these answers.



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01:47:30

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Questions for PPD Members:

1. Who should we talk to about PD required by or recommended for various parts of the system?
2. Who should we talk to about available assessment results that might include recommendations about PD?
3. What do you think about inclusion of the Key Takeaways from 2024 into the next set of PD Recommendations?

<https://www.surveymonkey.com/r/8GM8NCT>

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Survey: <https://www.surveymonkey.com/r/8GM8NCT>

Cynthia: What are we missing? Feel like the fun is dwindling in our PD trainings...also survival mechanisms/challenging behaviors/strategies...etc

Becky: What does the field tell us they want...we try to ask in the survey of the field. Interest around curriculum... how to use the VELs.

Deb Grennon: We are seeing a great need for financial tools and strategies, and business startup training.

Meg – Ongoing need for training in Pyramid practices but not always about a singular training but about working with mentors/colleagues to apply the learning – and how are we supporting this?

2023-2025 Recommendations: <https://northernlightscv.org/wp-content/uploads/2025/03/PPD-PD-Recommendations-23-25.pdf>

Joanne Rouleau: Work with our Sponsors to offer these “fun” trainings – and offer a variety of programming... thru our Sponsors.

Helen: Making sure Afterschool needs are met. Survey timeline was late last year and bad timing for Afterschool. Planned earlier to get more afterschool – NL survey only go to regulated programs. Tricia: We also do our own PD surveys to inquire about what the needs are.

Paula: More daytime trainings so they are compensated for PD time – and to balance time to prevent burnout.

Jhanna: as a center based program it would be easier to have teachers doing daytime training if they are online anytime. We use Seed and Sew and Carrie Becker because of this.

Meg Baker: Here is a link to the Pyramid Model ECourses:

<https://forms.gle/rDzgM6gc745bP9N39>

Deb G: consider the cost of trainings.

Cynthia: Where are the content areas embedded and cross-referenced? Something to think about and discuss further.

Becky: Higher Ed – Pre Service and we are looking at In Service... where do they or can they overlap? Leslie: This is a good question for the VT ECE Higher Education Consortium as well.

IV. Member News and Updates and Links

Northern Lights will have a great series coming up around the wonderful Resource Bundles that the State distributed last year, from Kodo Kids. Check out the training calendar!

<https://northernlightsccv.org/trainings/introduction-of-materials-through-a-social-emotional-lens/>

Teach Scholarships open and deadline April 15th.

Meg: Pyramid Model Consortium rolling out CoPs. Enroll in E course and then take a CoP to think about implementation.